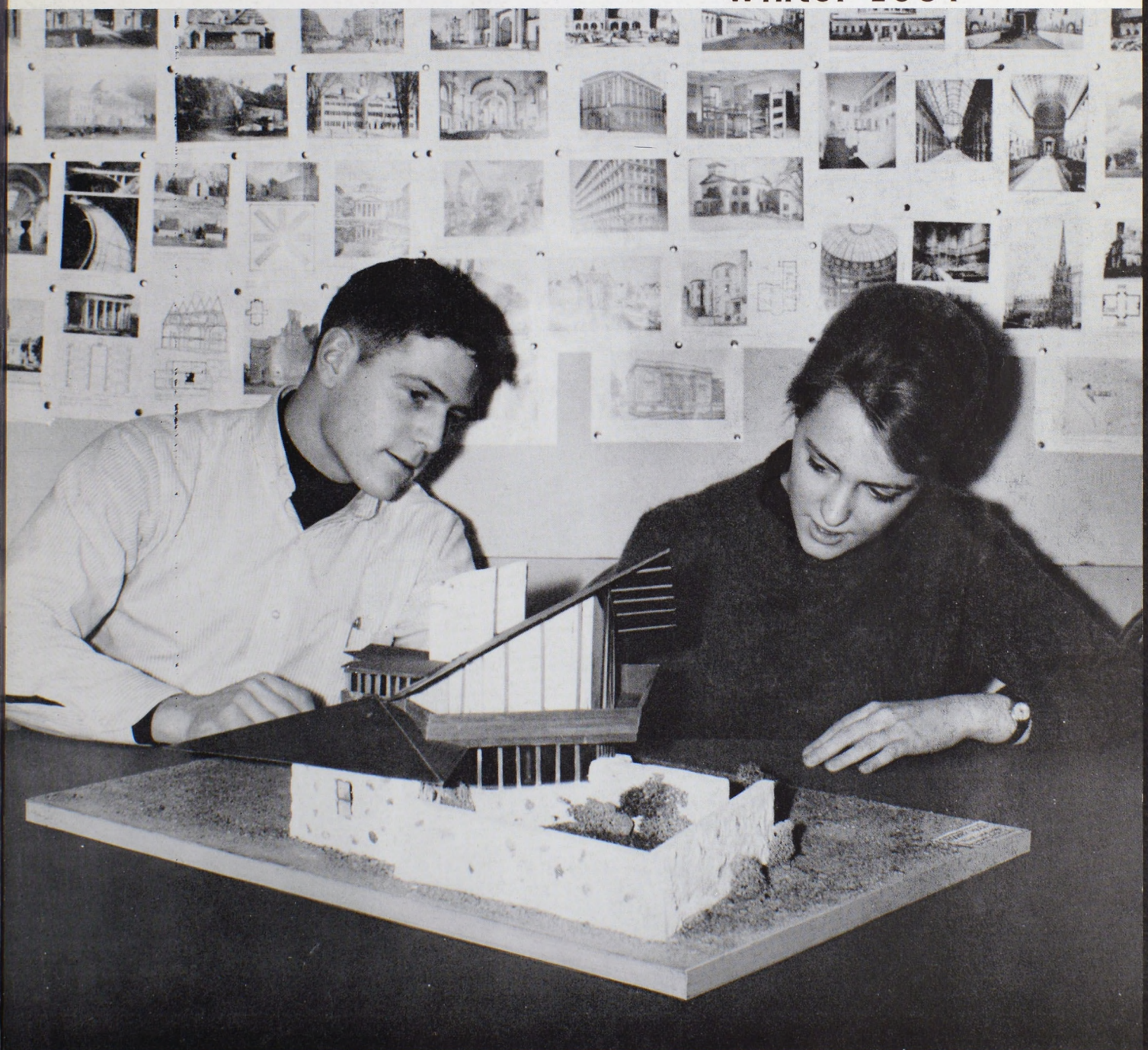
MIDDLEBURY COLLEGE

Your Family and Middlebury

Sent by the College to Middlebury Parents and Friends

Winter 1964



In this issue The Inauguration of James I. Armstrong

President Armstrong has announced the establishment of a $10,000 Faculty Research Fund that will be used for the "promotion of faculty scholarship and research." The Fund will be administered by a committee consisting of the chairmen of the Divisions of Humanities, Foreign Languages, Social Sciences, and Natural Sciences. Dr. Armstrong will chair the committee.

Middlebury College, for the second straight year, has placed two members of its soccer team on the All-America Squad. They are A. Keith VanWinkle, '64, and J. Davis Webb, '66. Keith made first team All-America last year.

Thirty-one educators are among the fathers of the Class of 1967. A president, an assistant to the president, four deans and eleven professors are among the college personnel who have freshman sons or daughters. Among secondary school fathers are two headmasters, a superintendent, an assistant headmaster, three high school principals and seven teachers. The roster represents seventeen colleges, seven high schools, and seven independent preparatory schools.

Seventy-four members of the freshman class entered the College this year with a total of 181 credit hours. These students received Advanced Credit for achievement in their secondary school Advanced Standing Programs. There has been a steady growth in the number of students entering Middlebury with Advanced Credit. Last year 126 freshmen entered the College in this category.

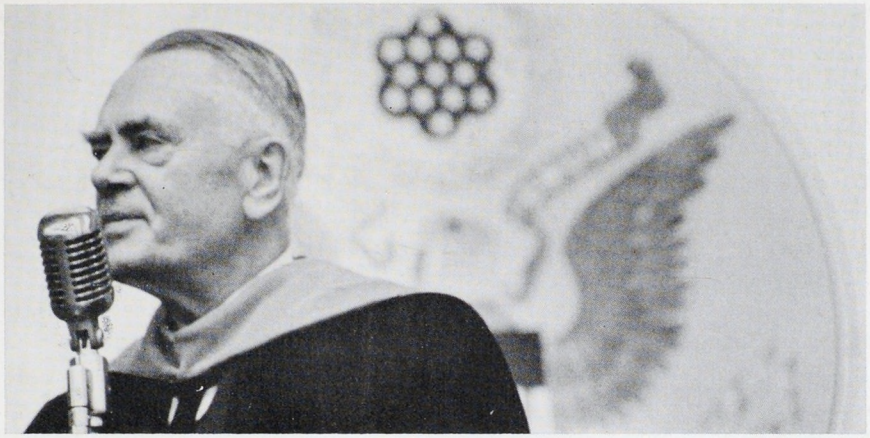
A three-year project in pure chemical research will be undertaken by Dr. Robert W. Gleason, '54, assistant professor of Chemistry, under a $9,000 grant from the Petroleum Research Fund administered by the American Chemical Society. He will attempt in his research to "learn something about the pathway by which unusual organic oxidation occurs." The grant provides for assistance by a promising undergraduate interested in research experience.

A picture of Edward K. Bartholomew, '65, and Florence L. Corbett, '65, with a model of architect Frank Lloyd Wright's Boomer House, which they and Carol W. Dickerman, '65, built in connection with a course in modern architecture is the front cover. Reduced to scale, the model shows the dwelling in Phoenix, Arizona, constructed of desert stone, natural wood and concrete, with extended roofs to cut down desert glare while allowing maximum light through large windows. It illustrates Mr. Wright's concept that landscape should be an extension of the house.

Gifts and grants to the College through December 31, 1963 totaled $350,383.71.

Elements for a new Honor Code at the College will be presented for discussion and possible vote early this semester, according to Michael F. McCann and John M. Walker, Jr., both members of the Class of 1965 and co-chairmen of the Honor Committee. The committee has decided to base the new code on segments from the codes in effect at Bennington, Bryn Mawr, Dartmouth, Johns Hopkins and the University of Virginia.

YOUR FAMILY AND MIDDLEBURY, Winter, 1964, Vol. 8, No. 2, George H. Huban, Editor, Published quarterly, Fall, Winter, Spring, and Summer by Publications Department, Old Chapel 46, Middlebury College, Middlebury, Vt. Cover photo by Max Peterson. Second Class postage paid at Middlebury, Vt.



"James Isbell Armstrong, as president of the Board of Trustees, I designate you the new president of Middlebury College."
—Egbert C. Hadley

The Inauguration of James Isbell Armstrong

". . . By virtue of the authority vested in me by the Board of Trustees, I now declare you, James Isbell Armstrong, the twelfth president of Middlebury College and charge you with all the responsibilities appertaining thereto. May the days to come be prosperous for you and this college." . . . with these words by Egbert C. Hadley, president of the Board of Trustees, Dr. James I. Armstrong was inaugurated as president of the College in tradition-rich ceremonies held at the Memorial Field House on Friday morning, November 8th.

The induction of President Armstrong opened with Mr. Hadley stating: "James Isbell Armstrong, as president of the Board of Trustees, I designate you the new president of Middlebury College." Then turning to Dr. Stratton, Mr. Hadley continued, "Samuel Somerville Stratton, on behalf of the Board of Trustees, I salute you for the worthy manner in which you have filled the office of the Presidency. For two decades you have administered the affairs of the College capably and devotedly. We congratulate you and say, 'well done.' And now I request that you commit to the president designate the symbol of office entrusted to your care in 1943."

Dr. Stratton moved to the center of the platform and said: "James Isbell Armstrong, you have been called to this office for which you are admirably equipped by nature, training, intellect, and tempera-

"On behalf of the Board of Trustees I shall invest you with this medallion as a symbol of the trust placed in you and of the burden placed upon you."—Samuel S. Stratton

ment. You are offered the challenge of leading those who in teaching and working at Middlebury College devote themselves to the end that those who study here may grow in character, intelligence, and grace. May you maintain and strengthen the high standards of this college; and may you foster the ideals that have been developing here for over a century and a half."

Removing the medallion from his shoulders and holding it up, Dr. Stratton continued: "On behalf of the Board of Trustees, I shall invest you with this medallion as a symbol of the trust placed in you and of the burden placed upon you." With these words Dr. Stratton hung the symbol of office from Dr. Armstrong's shoulders.

Mr. Hadley then declared Dr. Armstrong the twelfth president of the College.

President Armstrong stood alone in the crisscross of TV spotlights at the rostrum as he waited for the applause from the capacity audience to subside. He then spoke: "I thank the Board for this expression of its confidence and accept this trust. With God's help and the aid of those who share the task, I shall execute to the best of my ability in the service of the College."

For the next 30 minutes Dr. Armstrong delivered his inaugural address.

"What concerns me as I take up my new responsibilities at Middlebury College is the rightness and relevance of the liberal arts and liberal sciences in the modern world," he said. "What is at stake here at Middlebury is the importance and relevance of the liberal arts and liberal sciences—here and now—in this space-atomic-computer-satellite age. . . .

"In this age of massive contrasts and complexities it seems to me that the way of the liberal arts and liberal sciences is a way of incalculable value for our young men and women—in a way to sensitize their values for living."

Dr. Armstrong is concerned with helping to guide the College past the perils of distraction or possible destruction. He noted that these dangers assume many disguises and pointed out some of the major ones.

"My first concern is for the faculties of liberal arts colleges. Unless the College looks first to its faculty as the mainspring of its action, realizing that the quality of the faculty determines to an overwhelming degree the quality of the liberal arts program, the prophets of doom will prove to be right, though none now may believe them when enrollments are rising and the desire for an A.B. degree consumes the land."

President Armstrong pointed out that although the teacher may be regarded as dangerous if he disregards the norms, he must be supported, not just tolerated, as long as his goal is the pursuit of truth.

He explained as the second danger the voice of specialization and pre-professionalism being heard more and more strongly in the land. He said this should not be deplored or skirted, but met by stretching every means to keep the liberal arts truly liberal while recognizing that colleges in the country must prepare young men and women for graduate and professional schools.

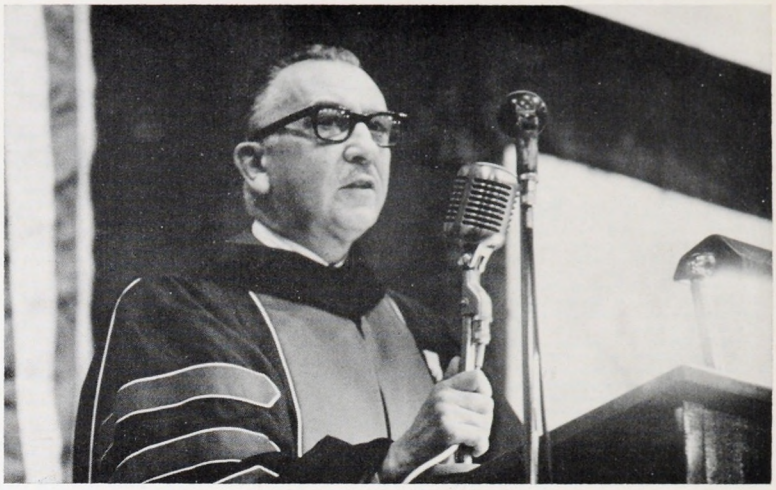
"And finally," commented Dr. Armstrong, "there is the insidious and ever-threatening peril that in our enthusiasm for finding solutions and in developing theory we will lose sight of the individual as we program and pattern education. . . . We must never forget that liberal arts colleges are primarily concerned with the person who knows—with the individual—not knowledge for its own sake. . . The colleges of the liberal arts and sciences must raise up men and women who think and

act. The danger is, it seems to me, that they should ever mistake this role and try to be other than they have proclaimed themselves."

Dr. Armstrong's first official duty as president of the College was the conferring of an honorary degree of Doctor of Civil Law on Dr. Robert F. Goheen, president of Princeton University. Dr. Goheen's citation read: "*Your contribution to higher education has already been recognized by many distinguished institutions of learning. As a teacher and as an administrator you have been deeply committed to the values of the liberal arts and the liberal sciences and have nurtured Woodrow Wilson's view that the liberal arts are a power and not an ornament. You have been a speaker of words and a doer of deeds in the academic and the non-academic worlds. Ever aiming to master yourself in the service of others, you have always risen to that high call of duty—non* ministrari sed ministrare. *It is not then so much for your many achievements as for the quality of your life in the service of men that today we honor you.*"

With the Benediction by Rev. Charles P. Scott, College Chaplain, the inauguration of the twelfth president of the College was concluded with fitting pomp and pageantry. Dr. Armstrong and Dr. Goheen led the platform party of College trustees and officers from the stage. They were followed out of the Field House by the colorful academic procession of representatives of universities, colleges and learned societies, by the faculty of the College, and by representatives of the community and the State of Vermont.

(Left) Dr. Armstrong presents his inaugural address. (Lower Left) President Armstrong confers the degree of Doctor of Civil Law on Dr. Robert G. Goheen, president of Princeton. Assisting with the hood behind Dr. Goheen is Dean Bowker. (Above) Professors Klaus H. Wolf and Henry B. Prickitt, marshalls, lead the academic procession with replicas of Gamaliel Painter's cane. (Below) President Armstrong and Dr. Goheen lead the platform party of College trustees and officers from the stage.



Dr. Samuel S. Stratton

INAUGURAL SALUTATIONS

THE INAUGURATION of Dr. James I. Armstrong as President of Middlebury College opened with salutatory addresses by Dr. Robert F. Goheen, President of Princeton University, and Dr. Samuel S. Stratton, President Emeritus of Middlebury College. Their addresses follow.

DR. SAMUEL S. STRATTON

From many years—twenty years of attending inaugurations—I can say that I have had very little opportunity to discover what the emeritus president does, because very infrequently is he around at an affair like this. The reason he is not present I will not dwell upon. Sometimes it is because he did not survive, but of course there are other reasons too.

I might say that since I am still a surviving emeritus I have enjoyed a remark attributed to La Fontaine in which he said: "I divide my life into two parts. The first for sleeping and the second for doing nothing." This pleasant prospect for me is briefly postponed, but I can assure you that as President of Middlebury this opportunity for you will be long postponed.

You will find that you are needed and wanted. I leave it for you to distinguish between being needed and wanted. I know, however, that you will find your reward as President of Middlebury College largely in the pressures of need for your decisions, and want of your counsel. You will not regret these pressures that in my recollection were not associated with teaching in a university. You will find your administrative associates, your faculty, your alumni, and (I know) very high on the list, your students, worthy of your greatest efforts to understand them, to support them, and to cherish them.

After twenty years at Middlebury I can say that whatever the successes and failures may have been, no occupation nor career could have brought me a greater feeling of gratification than the honor of being president of this 163 year old liberal arts college. To you President Armstrong, I gladly and most enthusiastically pass on the responsibilities of this office. Your qualifications are of the highest and are well known. I, and all of the Middlebury family feel fortunate that you are the twelfth president of our College. I pledge you, and for the Middlebury community, our support. Our blessings and good wishes to you and your wife and family for a long and satisfying life in Middlebury. I am confident that you will build well on our ancient foundations here, so that this College will ever gain greater recognition as an institution dedicated not only to high academic standards, but also to the intellectual and spiritual welfare of our students, from all walks of life, and all sections of this nation, and beyond our borders.

DR. ROBERT F. GOHEEN

According to the record, the first students were admitted to Middlebury November 5, 1800—almost exactly 163 years ago. Now, in England, November 5th is Guy Fawkes Day marking the discovering of a conspiracy, but as you are aware, the word conspire

from its roots (cum and spirare) also means to breathe or work in harmony. In that sense, this occasion so near November 5th is an anniversary of a happier *New* England plot—the bringing into being of a harmonious and cooperative venture in higher education in the early days of our nation.

But there is another interesting thing about that date 163 years ago. The number 163 is not exactly divisible by any digit, and this fact can properly remind us that the history of a college is not readily divisible—that the events of this day mark not a break with the past, nor a radical turning, but an important stage in a progressive continuum. Nor is the idea of a liberal education, to which Middlebury has effectively devoted her efforts over the years, so much a matter of discreet parts as it is a single, high aspiration resting on a common commitment to the life of the mind and the spirit. Finally, like the number 163, the nature of a man is not really divisible, but is rather best viewed as an entity and wholeness. And it is of the wholeness and the integrity of James I. Armstrong that I wish to speak for a few moments this morning.

Walter Pater, writing of style, stressed "mind and heart." Need I tell you that your new president has been endowed with an overflowing measure of both? I have known him as a fellow-student, -teacher, -scholar, and colleague in university administration; and I can testify to the ruggedness and at the same time to the comprehensiveness and penetration of his thinking.

Dr. Robert F. Goheen

And I can speak with equal conviction of Jim Armstrong's heart, for he has been my friend since we were boys together.

Most of us as we move about on our daily rounds find, I am sure, that there are encounters we would as soon avoid—not because of hostility or malice but simply because some people seem to be perennially self-preoccupied, or cantankerous, or just plain dull. There are others one is always glad to see, for they bring with them something that warms and delights. To us in Princeton, Jim Armstrong is such a man. His ready, firm friendliness unfailingly brightens up the surroundings.

Nevertheless, it is a hard task to which you have called him. (And here I think I can speak with a little more personal authority than the young bachelor minister who ventured to speak to the ladies' guild of his parish on the responsibilities of marriage. When he had finished, one of his listeners is reported to have muttered: "I wish I knew as little about it as he does.") You can take comfort, however, in knowing that James Armstrong is a man of old Presbyterian stock, with great independence of judgment, and perhaps that is especially appropriate in the State of Vermont, whose early citizens, I understand, not only declared their independence from Britain but also from New Hampshire.

It is often said that a college or university presidency is an impossible job—that no man can at once be educational leader, balancer of the budget, passer of the hat, landscape architect, public relations expert, wise guardian of student welfare, skilled tea-drinker, and the many other things he is expected to be. I confess that from now fairly long and almost constantly harried experience, I find this judgement to be just. Therefore I bespeak your compassion and forbearance toward your new president, for he has about as much downright conscientiousness in his make-up as I have ever seen in a man. Have no fears that he will not attempt enough, or concern himself sufficiently, or assume too few responsibilities. A more proper fear is that he will not allow himself, and his family, enough from his busy days.

But, if the office is demanding—if it is at once lonely and yet seldom seems to give one enough time to think, only to respond—yet it is comforting to reflect upon the fact that the job is being done competently and well by hundreds of men and women in this country today. This is a happy circumstance not only for the institutions they lead, but for the good of higher education and our nation at large. I am confident that James Armstrong not only will be one of them, but will add to competence vision and humanity and the uplift that flows from a sense of joy in the pursuit of learning. Indeed, I can think of few happier blendings of institutions and men than this inauguration at Middlebury.

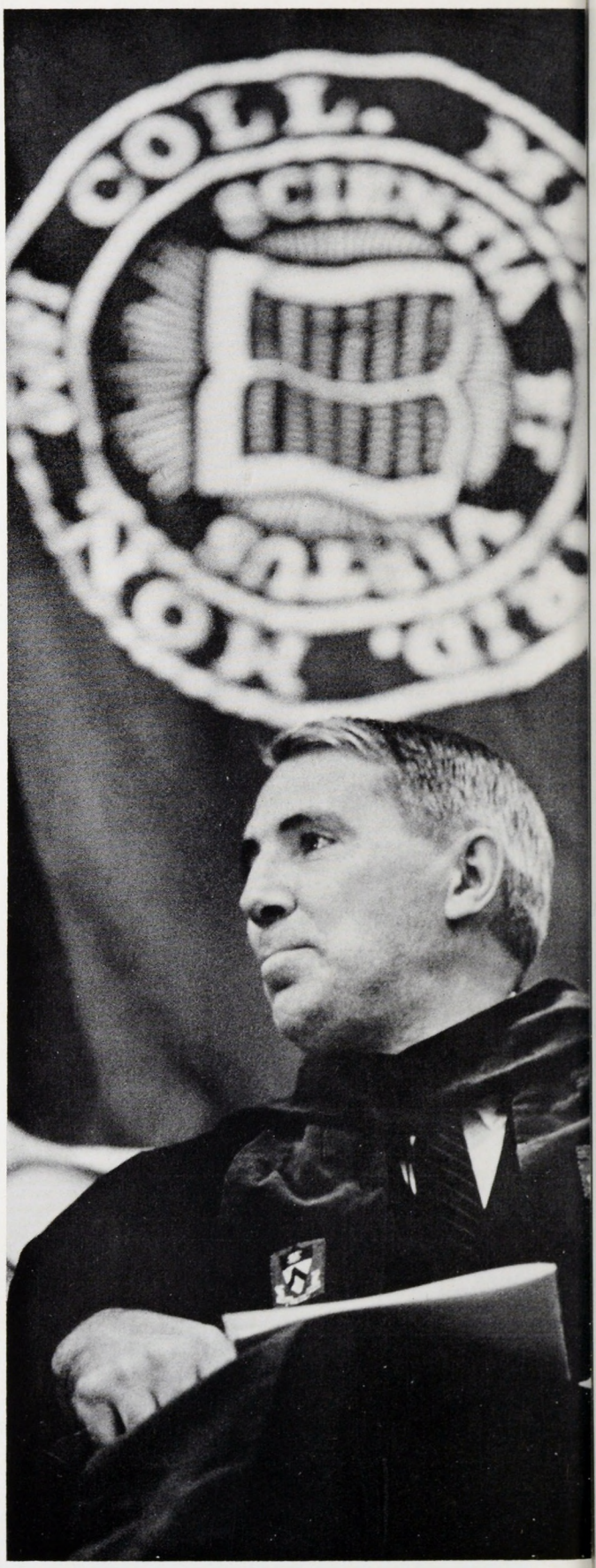
The College holds embodied within it the finest of the deep and strong traditions of liberal education, conceived as a commitment to the highest potential of humanity. And I know something of the strong convic-

tions which your new president holds about the vibrant and vital meaning of that often misused term, liberal education.

A whole man himself, he sees the educational process as a wholeness and he sees it as something intended to quicken and nourish a full, sensitive, and integral life. He knows that we do not live by bread alone, or by mind alone, but rather by the interwoven forces of intellect, feeling, will, judgement, aspiration, and faith. He has no illusions of grandeur for education that can be satisfied by dollars, by buildings, or by enrollment figures—though each of those is a critical implement or part of the process, and though either paucity or timidity in any one of these three respects can often cripple a college or a university. A student of the literature and thought—rightly called classical—of Greece and Rome, he has the finest expressions of those ancient cultures sounding in his ears, and (in Woodrow Wilson's words) he hears those great voices that ring down through the centuries into our own, telling us that humanity need not yield to the noisy calls of the day, but can develop in individuals the powers of the mind and heart to make thought and action more responsible, more generous, more worthy. And he sees clearly that this is an endless process of search and endeavor.

As a teacher, he is keenly sensitive to the fact that students are not divisible into social, intellectual, and physical components, and that they are not, either, mere numbers in the statistical summary. In just the same way as a scholar (in the broad and true sense) he knows that scientific and humane learning are not at root contraries but rather constitute a common striving toward a unity which we may only faintly apprehend, but which yet is there to beckon us on, and is always to be sought. You will, in short, find in him that catholicity of interest that responds to the appeals of many fields of learning; but his basic concerns in curricular questions will usually be, I venture to predict, those of *relevance* and *relation* to fundamental aims.

I have already suggested that the presidency of a college is commonly a job of inordinate busyness on the outside and frequent, necessary loneliness on the inside. It is therefore probably futile to wish that you who make up the faculty and student body of Middlebury can ever come to know your president as fully and as easily as those of us who treasure association with him from earlier days. Yet I would paraphrase a wise mentor (whom he will really identify) to predict in all certainty that, as he works with and for you, your new president will reveal himself unmistakably as one who subtly infects those about him with the energies of his own character, helps open the eyes of others to the great mysteries of being that surround and touch us all, and in his heart an affectionate concern, incorrigible and dominant, for his fellow men.



Inaugural Luncheon

THE INAUGURAL LUNCHEON filled the dining room of Redfield Proctor Hall. In his role of toastmaster, L. Douglas Meredith, a Trustee of the College and chairman of the Inauguration Committee, set the tone of warmth and informality as, with quips and anecdotes, he introduced the speakers.

Ralph E. Foote

Ralph E. Foote, Lieutenant Governor of Vermont and a resident of Middlebury brought the greetings of the community.

Dean John G. Bowker

SPEAKING for the faculty and staff was Dr. John G. Bowker, Dean of the Faculty. He said:

"Nineteen months ago Middlebury College embarked upon one of the most intensive manhunts ever undertaken in these parts. The 'most-wanted-man' had marked characteristics and his description was complete and unmistakable. A posse of faulty members and a posse of Trustees were given the scent and although their separate trails were frought with hazards the search ended abruptly when the two posses met at the gates of Princeton.

"No one could wish for a happier privilege than is mine on this most significant day in the history of Middlebury College. Dr. and Mrs. Armstrong—my congratulations and greetings are those of the entire faculty and staff of this College. We assure you, Mr. President, of our generous cooperation and loyal support in the years ahead. In ten short weeks you have demonstrated a profound understanding of our needs, a natural concern for us all as individuals, and a sympathetic respect for our tribal traditions many of which date back to the early 19th century. We have been particularly impressed by your concern for our intangible needs, the more difficult to realize by far in that they involve development in less striking areas of the educative process: the quality of teaching, the breadth of our vision, the fundamental philosophy of what we are striving for in a liberal arts college. With the rich heritage of your experience as a teacher and administrator at one of America's outstanding Universities you have captured the excitement, the joys, and the frustrations of teaching—all these give us confidence in you and in our future together."

REPRESENTING the men undergraduates, James T. McCormack, '64 commented:

"This morning, prior to the very impressive academic ceremony we have all witnessed, the President of the freshman class handed me a short message which he asked that I read, and I quote:

'President Armstrong:

'We, the freshman class would like to welcome you into our ranks. It may seem strange at first—being in a new school—but you'll get the hang of it. All the cliches about college are perfectly true: there is plenty of interesting, hard work from the day you begin, as you well know; and freshman year is, we feel, the hardest, what with new people and different situations which confronts us all.

'Great country up here—hope you like to ski! Being a freshman you can't have a car yet, but if you say it's for the president most juniors and seniors will give you a ride. Let's see now: is there anything else? No—I guess we're ready to go; so from Adams to Zwilgmeyer, we doff the beanies we are now wearing in spirit and shout our loudest WELCOME to you as a fellow freshman! !'

"The other three undergraduate classes would like to join with the freshman class in extending to you a very warm welcome to the Middlebury Campus.

"We realize that there will be many things which are new to you—a new modern language to learn and translate—for the differences between the SEPC, the CFEC, the BOG, the IFC and the FEPC are not readily apparent.

"But probably your biggest problem, coming from a men's university, will be the rather difficult transition to our female counterpart. We, too, found the transition difficult, but having survived this harrowing experience, we, the undergraduate men, would like to offer our advice to you, should the occasion arise.

"We are proud of the Middlebury we have known—its past and its present and we are confident we will be even prouder to be associated with its future—to work and watch as you build on its strong foundation."

GREETINGS from the women undergraduates were given by Marjorie A. Lam, '64, as she said:

"It is a great pleasure for me to bring you the greetings of the women undergraduates. The Middlebury women are always eager to welcome another handsome man to the campus.

"This has been an exciting day for the entire student body as we have had the opportunity to witness such impressive academic pomp. But the excitement which we feel today began last spring when we learned that the Trustees and the Faculty had found the man they wanted to be our next president. They then had the job of convincing him that he should come to Middlebury. We are very glad that they did a good job of persuasion.

"However, our excitement of last spring was based on hearsay—the recommendations and praises of those who knew you. And, as you all know, students don't like to take anyone's word for anything. We wanted to see for ourselves. In the few weeks that you have been at Middlebury we have seen for ourselves. Your energy and obvious enthusiasm for Middlebury have generated a feeling of optimism within the student body and a confidence that Middlebury College is in capable hands.

"Max has kindly offered the advice of the men in learning to cope with the women of the College. I assure you that we do not plan to create any problems for you. In fact, coming to us from a men's university, I am sure that you have already noted what the feminine touch can do for a college.

"Middlebury women are reputed to be the more intellectually oriented half of this student body. Whether this is true or not, at this time I would like to express the women's interest in the other aspect of Middlebury—recreation. Dr. Goheen and Dr. Stratton have expressed the fear that you will become so involved in your work for the College that you will not find enough time for relaxation. Rather than the difference between SEPC and CFEC, Student Educational Policy Committee and the Curriculum Faculty Evaluation Committee, the women are concerned that you learn to distinguish between the Proctor, the Ross, the Voter and the Allen. For our guests, these are ski trails at our College Snow Bowl, and knowing the difference between them can be life-saving information.

"We would like to invite you to join with us in our recreation, when we take a break from our academic endeavors. In order to help you get ready for these activities, I would like to present to you a gift from the entire student body. This gift is the loving work of the hands of the women, financed by the men—a hand knit ski sweater."

Duane L. Robinson

THE GREETINGS of the College's more than 10,000 Alumni were conveyed by Professor Emeritus Duane L. Robinson, '03, a resident of Middlebury and still active in the College community as an Admissions Counsellor. Speaking of the two reasons why he was asked to represent the Alumni he declared:

"My first reason for speaking here today is because my connection with the College spans the chasm between the nineteenth and twentieth centuries. The Middlebury that I first knew consisted of three main buildings, a faculty of eight persons and a student body, as one of my colleagues said, 'from one to two hundred.'

I knew personally most of the men whose names are perpetuated on our present stand of buildings, Governors Stewart and Mead, Joseph Battell, James Gifford, Reid Carr, Edwin Sunderland. I knew, in many cases quite intimately, most of the members of the Board of Trustees in the last fifty years, in fact, many of whom were students in my classes in their college days, and that I am now interviewing the grandchildren of my earlier students.

"The reason for my being here today is a more intimate one. Some thirty years ago, a young boy named Jimmy Armstrong, strolled into my classroom in the preparatory school where I was teaching at the time. He was not there because he wanted to be—he was sent. He had never heard of Middlebury College. The only Middlebury he knew was in Connecticut, a few miles away, where there was a well known girls' preparatory school. But from that moment his preparation for the Presidency of Middlebury College began.

"Now I am a modest man and do not claim credit for all this preparation. It just so happens that on theTaft School Faculty there were four other Middlebury graduates, to most or all of whom he was exposed. After graduation he strayed off to a little college down in New Jersey. This was strictly a family matter. I understand that his father helped to run the institution. But during all the years since, the leaven of Middlebury was working in his system and the inevitable happened. He is here today, as our new President—where he belongs.

"As I think back over the days when he was a schoolboy and consider what I have heard of his career since, I am led to believe that James Russell Lowell had someone like him in mind, when he penned what I think were among his finest lines.

The longer on this earth we live
And weigh the various qualities of men,
The more we see the high stern featured beauty
Of plain devotedness to duty,
Steadfast and strong,
Nor paid by mortal praise,
But finding amplest recompense
For life's ungarlanded expense,
In deeds done squarely, and unwasted days

"After all, what finer tribute can be paid to a man? You have come a long way, Sir, since those schoolboy days, 'quorum pars Fui.'

"You will go yet a long way. When a Spaniard says farewell to a friend who is going on a journey, instead of saying, as we do, 'God be with you,' he uses an expression putting the burden where it really belongs. He says 'Go with God,' 'Vaya con Dios.'

"You are now starting out on the next stage of your journey. You have the enthusiastic support of your Board of Trustees, your faculty, your student body, and your Alumni. So I say unto you, James Armstrong, Vaya con Dios, 'Go with God' on your journey. If you follow this precept, we need none of us feel any apprehension about the future of Middlebury College."

"We would like to invite you to join us in our recreation, when we take a break from our academic endeavors. In order to help you get ready for these activities, I would like to present to you a gift from the entire student body. This gift is the loving work of the hands of the women, financed by the men—a hand knit sweater." These are the words of Marjorie A. Lam, '64, as she made the above presentation to Dr. Armstrong. James T. McCormack, '64, and L. Douglas Meredith, Chairman of the Inauguration Committee, look on. (Right) President Armstrong displays the sweater.

Mrs. James I. Armstrong has been Middlebury's "First Lady" only a short time. However, her graciousness and friendliness already have won her many friends among students, faculty, administration and residents of the community. Here she is shown receiving a tribute at the Inaugural Luncheon.

THE LUNCHEON concluded with the following remarks by President Armstrong:

". . . To each speaker and the group represented I return thanks. Dean Bowker, sir, my salutations to the faculty wherein lies our being; Mr. MacCormack and Miss Lam—my greetings to the students for whom we exist. I am greatly touched and I hope I shall be warmed, by the gift from Middlebury women: I could say, if you would forgive me, that I will be this winter wrapped in the wool of Marjorie Lam.

"Mr. Robinson, sir, my thanks to you, my teacher and my friend, you who 'catch up in one' so many elements of Middlebury.

"Lieutenant Governor Foote—to the people of Middlebury and to the people of Vermont my greetings. We shall try here at Middlebury to make our contribution to the life of the State.

"It may not now be inappropriate to remark that the President of Princeton University, himself a Professor of Classics, has today participated in a new metamorphosis which is not recorded, so far as I know, in all classical mythology, I mean the transformation of a Tiger into a Panther; henceforth for me Middlebury is 'The grandest Panther in the jungle.'

"I cannot refrain from a word of great gratitude to our Master of Heraldry, Professor Arthur Healy, for his amiable labors on our behalf both in the decorations and in the show of local collectors.

"Through him we saw mirrored forth the distinguished heritage of Middlebury.

"In the same manner I would thank Professors Volkert and Carter and Mr. Browne for their gracious and masterful presentations in theatre and music.

"There are a host of others . . . delegates and colleagues . . . the Inaugural Committee . . . too many to name; if there ever was a lesson in humility, an inauguration is it—for it is perfectly clear that no one person can be that important.

"But for what it represents—the transmission of responsibility and renewed dedication to educational aims—I am deeply grateful. Hence my thanks are finally to the Board of Trustees and the Faculty both of whom I shall seek to serve until another generation takes up the torch."

The inauguration of Dr. Armstrong as the twelfth president of Middlebury College concluded with a reception following the luncheon. (Below) Dr. and Mrs. Armstrong are congratulated by Mr. and Mrs. Fred P. Lang.

Special Inaugural Program

Final scene of Robert Frost's "A Masque of Reason." The characters are, left to right, Job (John Wallach, '64), God (Professor Volkert), Satan (Courtlandt van Rooten, '65), and Thyatira—Job's wife—(Diane Watson, '66).

The Inauguration of James I. Armstrong had its cultural aspect along with the ceremonial pageantry and postprandial speakers. The College's "cultural ambassadors"—the Middlebury College Choir and Madrigal Society, and College Players"—proved more than equal to the occasion in the presenting of Madrigals and Robert Frost's *A Masque of Reason* at the Wright Memorial Theatre.

The program opened with fanfares and a "Dedication" to President Armstrong. Diane Watson, '66, read from an Elizabethian scroll a poem—shown on this page—composed by Ben Johnson and spoken at King James I's entrance at Burleigh as prologue to a performance of *The Gipsies Metamorphosed*. The second stanza of this poem was adapted to the occasion of the Inauguration.

If for our thoughts there could
but speech be found,
And all that speech be uttered in one sound
So that some Power above us would afford
The means to make a language of a word:
It should be, Welcome.
Then in act and voice
We would express how greatly we rejoice
To honor you, our president. Our heart,
Our words, our song would set this day apart.
Here we old loves, old loyalties renew
And with our humble talents honor you.

PROFESSOR ANDREWS, HEAD OF THE PHILOSOPHY DEPARTMENT

IS INTERVIEWED BY
YOUR FAMILY AND MIDDLEBURY ON . . .

PHILOSOPHY AT MIDDLEBURY

Q. Let us begin with a question which it has not been necessary to ask the previous departments interviewed. Everybody knows, to some degree, what goes on in mathematics or chemistry courses, but people who have not studied philosophy are apt to have rather vague notions about it. What, then, is philosophy?

A. That is itself a philosophical question which has received different answers in different ages and even today from different schools of thought. Perhaps all would agree, however, that philosophy is a persistent attempt to think clearly and critically about beliefs which we unwittingly assume in everyday life and in science but which are not, and in the nature of the case cannot be, justified by science. For example, science tells us nothing about values. We constantly make judgments of right and wrong, thereby assuming some general standard of moral value. If we ask what this standard is and then, having made it clear to ourselves, ask whether it is justifiable, we have a philosophical question. Again, scientists assume, as we all do, that their observations give them information about an independently existing world and that these provide a basis for predictions of the future. The philosopher asks whether these assumptions are justifiable; and once these questions are raised they turn out to be surprisingly difficult to answer.

Q. What good does philosophy do?

A. If you mean does it have any practical effects, it is perhaps sufficient to mention as an example that certain philosophical beliefs concerning the nature of man and of society lie behind our acceptance of democracy, whereas different beliefs lie behind totalitarianism. But aside from whatever practical value philosophy may have, we believe that thinking about these questions and knowing some of the answers that have been given to them is worthwhile for its own sake. As Socrates, the father of Western philosophy put it, "The unexamined life is not worth living."

Q. One sometimes hears the complaint that philosophers are forever arguing the same old questions. They never settle anything and they make no progress. Is this true?

A. This complaint is a very old one. It was made in Plato's day. Of course some of the big questions concerning existence, creation, the nature of reality, etc., will never admit of final answers. But it is a mistake to suppose that there has been no progress in philosophy. Two examples: In the 18th century the moral philosopher, Bishop Butler, disposed once and for all of the naturalistic argument that all human actions are basically selfish. He did this by showing that the conception of selfishness on which the argument depends is vacuous. However, not all problems yield to solution easily. In the 4th century B.C. the Eleatic philosopher, Zeno, in a series of brilliant arguments, demonstrated that there is no motion because the very existence of motion would involve us in logical contradiction. This is a startling conclusion which flies in the face of experience. (The most famous of the arguments is the one which purports to show that if Achilles gives the tortoise a head start in a race, then he will never be able to catch him.) Philosophers were baffled by these arguments for over two thousand years. But in our own time, because of their greater understanding of the mathematical continuum and its application to space and time, philosophers have made real progress in dealing with Zeno.

Q. Philosophy, as it has been taught and written about, often has seemed to be closely allied with religion. In the curriculum should these subjects be coupled within one department?

A. Most philosophers today would insist that philosophy is an independent discipline which should stand by itself in the curriculum. The Middle Ages, the great age of faith, was a period in which philosophy was "the handmaid of theology." But this was not true in the age of the Greeks, nor is it true today. One of the distinctive things about philosophy is its relevance to every area of human interest, without prejudice.

Q. In the liberal arts college is there a responsibility on the part of the philosophy department to provide its students with what is called a "philosophy of life?"

A. Clearly there is no such responsibility. The teaching of philosophy is not a kind of indoctrination. Rather it

(Please turn to back cover)

Steps Taken to Improve Language Facilities

THE opening of Allen Hall (page 15), new Language Dormitory for Women, and the completion of plans for the Sunderland Language Center (page 14), testify to the importance of the study of foreign languages in the Middlebury curriculum and in the national interest.

Advance gifts are now being sought for the Language Center as the next most needed facility in Middlebury's Development Program. The Center will be located at the corner of College Street and Château Road, and will be the coordinated center of all activities of the Language Division, winter and summer.

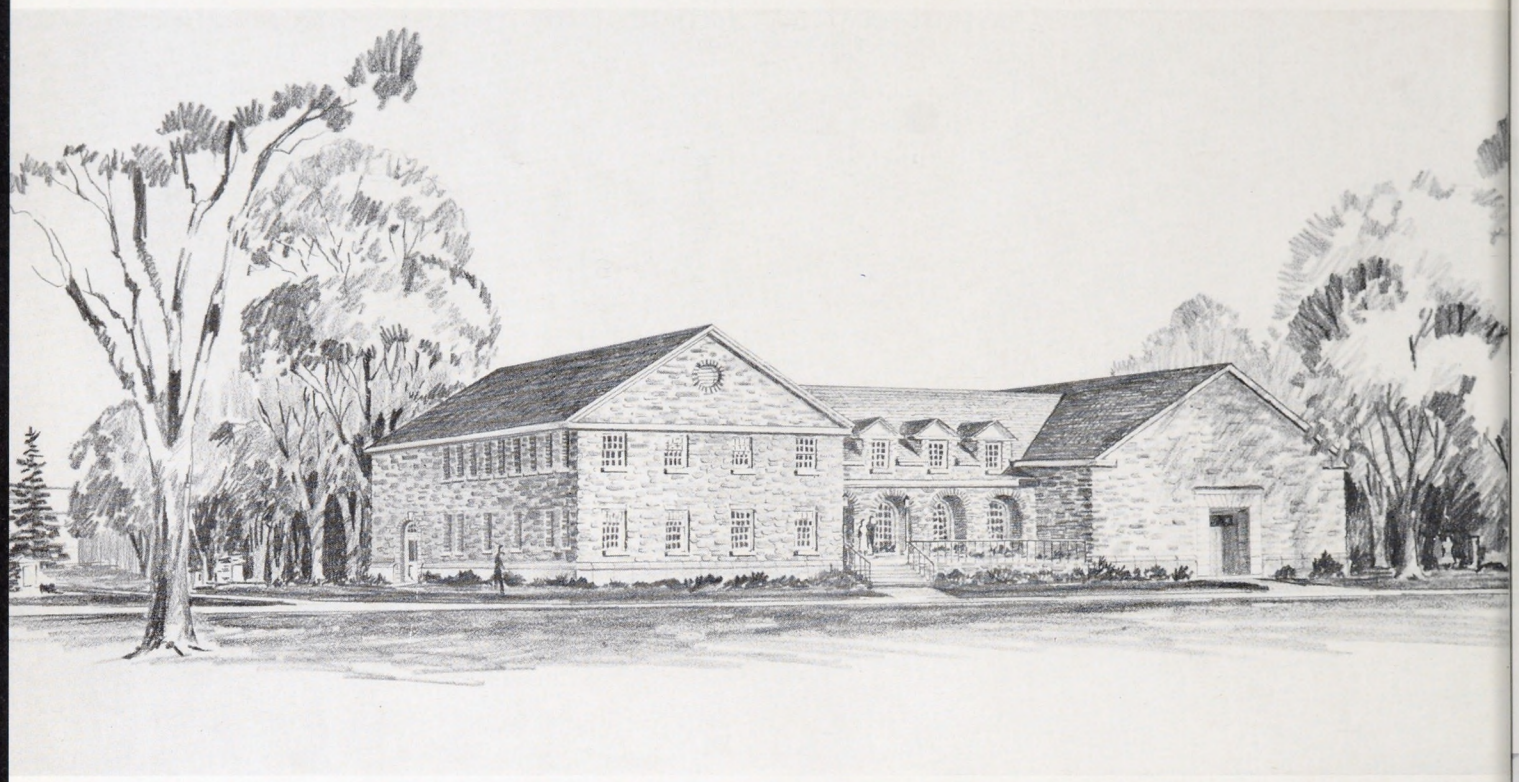
Dr. Stephen A. Freeman, Director of the Language Schools, in a previous issue of YOUR FAMILY AND MIDDLEBURY answered the question of some people—"Why these new outlays? We thought Middlebury was doing all right in languages," He said: "Yes, Middlebury has a high reputation for language teaching. It was a pioneer nearly fifty years ago in the development of specialized schools and houses where the foreign language was taught and practiced as a means of oral communication. Middlebury has one of the oldest and still the largest French House in the country. Middlebury had one of the earliest language laboratories in the country. Middlebury has by far the largest summer language school. But the fact is that the rest of the country is rapidly catching up with Middlebury, and will soon surpass it if we do not act vigorously.

"This comes about because there has been in the last ten years a revolutionary change in the national attitude toward the study of modern languages, both with respect to its importance and to its objectives. Up until about 1940, in keeping with the generally isolationist atmosphere of our politics, the study of modern languages was declining seriously. The new theories of functional and progressive education tended to eliminate them; and in turn, the colleges were dropping their requirements of languages for admission and for degrees. Even more insidious was the growing acceptance, even in the profession, that two years of study was the normal course, and that all a pupil needed to do was to learn to read. Some knowledge of classical literature, discussed in English, was considered the adequate objective of a college course. For two decades, Middlebury stood nearly alone as the advocate of a mastery of a foreign language for oral communication.

"Then suddenly, World War II proved the need for the ability to understand and speak, and the Army Training Programs proved that it could be achieved by the proper intensive method. Still the country was slow in waking up; and in spite of many articles in the public press little was done until in 1952 the Modern Language Association launched its Foreign Language Program of investigation and reinvigoration. I am happy to have been a member of its Steering Committee from the start. Results soon began to show. The general public exerted pressure on schools and colleges. Three- and four-year high school courses, which had been dropped were revived. Within a three year period, fifteen major colleges including Middlebury reinstated a language requirement for the A.B. degree. Most noteworthy was the general insistence upon the need for an oral skill."

TODAY MIDDLEBURY needs a new Language Center in order to exploit properly the new techniques in language teaching. In the new Sunderland Language Center, language will come alive to students through exciting, new audio-lingual methods in which reading and writing are preceded by hearing and speaking. The College needs the new facilities to stress properly the audio-lingual phases of the different languages taught at Middlebury.

Middlebury College pioneered in the teaching of modern languages by the methods and for the objectives now nationally recognized as the right ones. It must continue to pioneer and to maintain its position as a model and as a leader.



Architect's sketch of proposed Sunderland Language Center

Plans Completed for New Language Center

FINAL plans for the Sunderland Language Center are being completed and advance gifts to help finance the construction of the Center are now being sought. As of late January over ten percent of the $800,000 needed for this project was on hand from gifts and pledges as follows:

Gifts	
Alumni (3)	$18,337.50
Parents (2)	635.06
Other individuals (10)	22,846.26
Foundations (5)	11,600.00
Corporations (10)	13,650.00
Eastman Kodak Company	
Esso Education Foundation	
First National City Bank of N.Y.	
Foley's Laundry	
Gulf Oil Corporation	
Merrill Lynch, Pierce, Fenner & Smith, Inc.	
Quaker Oats Foundation	
Sears Roebuck and Company	
Travellers Insurance Company	
United States Trust Company	
Total Gifts	$67,068.82
Pledged for Project	20,000.00
GRAND TOTAL	87,068.82

A Late News Development

As YOUR FAMILY AND MIDDLEBURY goes to press word has been received of a conditional grant of $300,000 for the Sunderland Language Center from the Charles A. Dana Foundation, Inc. To qualify for this grant Middlebury must raise the balance of $500,000 needed for the project by gifts from Alumni, parents, friends and other sources.

New Language Dormitory for Women Opens

Allen Hall Provides Facilities for "Living" Four Different Languages

ALLEN HALL, the College's new language dormitory for women, located to the northeast of the Château and in line with the Wright Memorial Theatre opened in the fall and is now doing in a very successful manner for other modern languages studied on the campus what the Château has done for French during the past thirty-eight years. It provides separate facilities for seventy students "living" four modern languages. It replaced Casa Española and Deutsches Haus, and provides accomodations for a Russian House and another language. This latter area is now being used by English students, but future plans call for it to be utilized by students of another language.

Students living in Allen Hall are selected by the head of the language department in which they are studying. Each language has its own area, with separate entrances from a main lobby, separate lounge and study rooms, and its own apartment for a Directress. There is a large central lounge available for use by any of the "Houses" and here men students gather for conversations in the language being studied by the girls they are visiting.

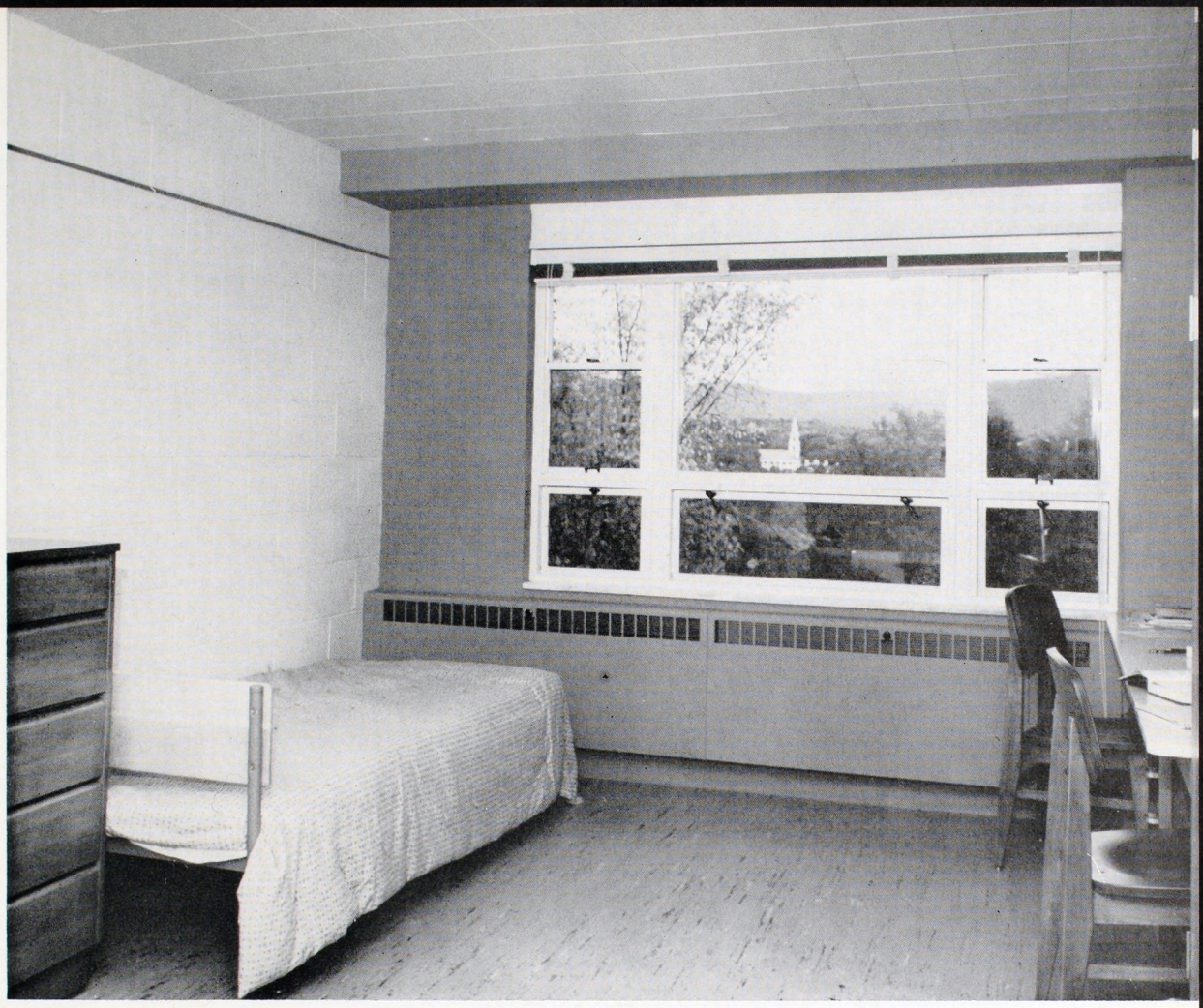
All the rooms in Allen Hall are double, and the capacity for each language ranges from ten to twenty-six students. Doors and stairways are placed ingeniously to permit various combinations of space for greater flexibility of use, either in the academic year or during the summer session. There are no dining rooms and students eat at separate tables in other college dining halls.

George H. V. Allen, husband of Cecile Child Allen, '01, for whom the dormitory was named, pauses in the entrance of Allen Hall following his first visit to the building after its completion. Mr. Allen is an emeritus trustee and a generous benefactor of the College. Mrs. Allen died in 1936.

All the rooms in Allen Hall are double.

Each language has its own lounge and study rooms. This is a corner of the Russian lounge.

Reception desk in the lobby.



Room with a village view.

Central lounge just off the main lobby is used by all Allen Hall students.

Your Family and Middlebury

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PHILOSOPHY AT MIDDLEBURY

(*Continued from page 12*)

is a kind of inquiry. The prime function of philosophy courses in the curriculum is to get students to *think*—to think more clearly and more deeply than they ever have before. In this way they will become better prepared to work out a philosophy of life which will be their own.

Q. Have there been significant changes in the philosophy department or in the philosophy curriculum at Middlebury within the last generation?

A. Until 1937 the philosphy department at Middlebury was a one-man department. Professor V. C. ("Gramp") Harrington was the last man to shoulder all the teaching himself. Today the philosophy staff consists of three full time men. Because these men are differently oriented, a balanced point of view is maintained within the department. Dr. L. C. Bigelow came to Middlebury from Harvard in 1952. His fields are history of philosophy, ethics, and theory of knowledge. Dr. V. V. Klive, from Columbia, is specially trained in the philosphy of religion and in existentialism. I have continued my work in logic and the philosophy of science. Our big course is the introduction to philosophy which is open to freshmen. The enrollment here is now 130 students. The instruction in this course is carried out by the entire department on a cooperative basis. Each teacher conducts discussion sections and he also gives some of the lectures for the entire class. In addition to the upperclass courses listed in the catalogue the department encourages its advanced students to undertake independent work in conference courses (the so called "50 course").

In philosophy, as elsewhere, today's students are the beneficiaries of the revolution in publishing. They have ready access to all sorts of materials which simply were not available when their parents were students. In this connection it is interesting to note that the late Prof. Hillis Kaiser, who was chairman of this department in the forties, was one of the pioneers in the move (now widely accepted in the teaching of philosophy) to get students away from stereotyped textbooks into source readings.

Probably the most significant change in the philosophy curriculum at Middlebury within the last generation is a marked change in emphasis. Without forsaking the historical tradition we do more today with contemporary philosophic thought. This is inevitable in such a rapidly changing world. In the thirties positivism was the most vital and influential philosophy in the western world. But since the war we have witnessed the rise of analytic and linguistic philosophy in England and existentialism on the continent. These are two powerful movements to be reckoned with. Present day philosophers, for the most part, no longer engage in elaborate system building. They deal successively with particular problems by means of a rigorous, thorough-going analysis. What we have here is, in a real sense, a return to the Socratic method.

Q. Do many students major in philosophy, and do many of the majors go on to graduate work in the field?

A. Comparatively few students major in philosophy—an average, perhaps, of four or five in each class. Students are naturally concerned about what they will be doing after their graduation from college, and most of them tend to major in subjects which will have more of a direct bearing on their vocational interests. Nor do many of our philosophy majors pursue the subject further at the graduate level. The important thing about undergraduate philosophy would seem to be its relevance to a wide variety of other subjects. History and literature students elect the history of philosophy in considerable numbers. Science students look to the philosophy of science or to logic, while students of the fine arts or music are more apt to elect the course in aesthetics. Prospective law students will often show an interest in logic or ethics.